

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the writer presents about (1) teaching writing (2) teacher role in teaching writing. (3) the strategies of teaching (4) the activity or alternative of teaching writing and (5) previous study.

A. Teaching Writing

Writing is a skill which more complex than any other skills, Brown (2001) stated that “Writing is as different from speaking as swimming is from walking”. By the complexity of writing, several students might be thinking that writing is a scourge. And It might be some number of reasons why learning writing is difficult, but its need to be underlined that besides the number of difficulties there are also numbers of ways in which the teacher can help the students to get a better understanding as the teacher develop activities as possible. That is why writing pedagogy is important, the teacher needs to know how to teach writing in the right way so the student's problem in learning writing can be solved. To develop a deeper understanding of teaching writing, it would be better if we know the definition of teaching and the definition of writing.

1. Definition of Teaching

The ability to teach is a must for every teacher, and one of ability is to face students who have different characters, capabilities, and desires. Teaching, in simple terms, can be interpreted as a process to transfer knowledge that aims to develop a person's behavior or thoughts. Harmer

(2004: 57) describes that teaching means to give someone knowledge or to instruct or train someone. It is undertaking certain ethical task or activities the intention of which is to induce learning. Moreover, in line with the definition above, Tardif (as cited in Mustofa: 2015) stated that “Teaching in principle is any action performed by an individual (the teacher) with the intention of facilitating learning in another individual (the learner)”. From the definitions above it can be concluded that teaching is a relation or a process that involves students in learning activities so that students understand what they receive in the lesson and understand the material presented by the teacher to achieve the purpose of the learning.

2. Definition of Writing

The definitions of writing are variously stated by some experts. According to Rivers (1981: 294), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001: 336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (as cited in Brown, 2001: 336) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this

activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Based on the definitions above, it can be concluded that writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising the process to carry out grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Furthermore, based on those definitions, it can be stated that writing skill is a complex activity in producing qualified writing. The complex activity consists of stages as the steps in writing. To teach writing optimally the teacher should consider some aspect that the teaching and learning process of writing needs to be done with developed input and effective activities so the activity can run well.

B. Teacher Role in Teaching Writing

Teacher plays important role in teaching and learning process and there are some roles that a teacher often has to fill in order to be the best educator they can be. at least Harmer (2007) mentions that there are 3 roles that must be fulfilled by the English teacher in teaching writing, including; motivator, resource and feedback provider.

1. Motivator

One of the principal roles in writing task will be to motivate the student, creating the right conditions for the generation of ideas,

persuading them of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit. This may require special and prolonged effort on our part for longer process-writing sequences. Furthermore, English writing class should be fun, Nunan in (Nurhayati, 2016) said that writing is “Frequently accepted as being the last language skill to be acquired”. Moreover, Nurhayati (2016) explained that It has become a cause of considerable concern that writing is still not playing as full a role as it might in students’ literacy and intellectual development. It is one reason to teach writing in a relaxed atmosphere.

Where students are involved in relaxing, creative writing activity, it is usually the case that some find it easier to generate ideas than others. During a poetry activity, for example, we may need to suggest lines to those who cannot think of anything, or at least prompt them with our own ideas.

2. Resource

Especially during more extended writing task, the teacher should be ready to supply information and language where necessary. The teacher needs to tell the students that the teacher is available and be prepared to look at their work as it progresses, offering advice and suggestions in a constructive and tactful way. Because, writing takes longer than conversation, for example, there is usually time for discussion with individual students, or students working in pairs or groups.

3. Feedback Provider

Giving feedback on writing tasks demands special care. The teacher should respond in positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the task they have undertaken.

C. The Strategies of Teaching

Generally, in teaching a subject, doesn't matter what subject it is, the teacher needs a certain strategy to convey the subject matter to students. The selection and the use of teaching strategy is adjusted to many things, such as; the character of the subject matter and the students, the availability of facilities, the teaching infrastructure in the school and the learning objectives. To develop a deeper understanding of teaching strategy, we must know what the definition of strategy is and what the teaching strategy is and how strategy is selected or adopted to the teaching.

1. Definitions of Strategy

Based on Lexico dictionary (2019) Strategy is defined as a plan of action designed to achieve a long-term or overall aim. The application of knowledge, skills, tools, and techniques to the activities are very important to achieve the vision, goals, or objectives. In educational contexts, the strategy is used as a plan or action to achieve educational goals. In this case, the teacher will make choices about tools, skills, technique or activity that the student do in order to achieve the

educational goal. So, It is the duty of the teacher to consider the teaching strategy then apply it in the classroom based on the appropriateness of the teaching strategy.

The teaching strategy also defined or explained by some expert, Kindsvatter (1996:168) asserted that teaching strategy is an instructional major component which is a sequential combination of methods designed to accomplish the learning objectives. Furthermore, Majid (2013:7) stated that teaching strategy is comprehensive approach inside of a teaching system that contains the general guidance and the course activity plan in order to reach the instructional goals which is explained in the angle of philosophy view or certain learning theory. While David (1976:32) convinced that teaching strategy is a plan, method, or series of activities designed to achieve a particular educational goal

According to the definition above, it may conclude that teaching strategy is a set of plan, method, or series of activity that designed by the teacher in order to reach the instructional goals which are explained in the angle of philosophy view or certain learning theory. To determine a suitable strategy is one of the greatest challenges of the teacher, the teacher should provide a positive learning environment for the students in the classroom. Because each student has his or her own unique set of physical and intellectual abilities, perceptions, and needs. Therefore the teacher must consider many things in order to determine the suitable teaching-learning strategy.

2. The Strategy in Teaching

A good class session does not just happen. The teacher requires thoughtful design and planning for good classes to make it happen. Whether the teacher is leading a lab, recitation, discussion section, or are in charge of a class, the teacher should consider many things when choosing or designing a teaching strategy. At least there are three types that related to teaching and learning, namely (a) The strategy for organizing the learning, (b) The strategy for delivering the learning, and (c) The strategy for managing the learning.

a. The Strategy For Organizing The Learning

Reigeluth, Bunderson and Meril (1977) state that the strategy of organizing the learning content is referred to as structural strategy, which refers to ways to sequence and synthesizes facts, concepts, procedures and related principles. The strategies of organizing, further divided into two types, namely micro strategy and macro strategy. Micro strategy refers to methods for organizing learning content that revolves around a concept, or procedure or principle. Micro strategy refers to methods for organizing learning contents that involve more than one concept or procedure or principle. While macro strategy deal with how to select, create synthesis and summary of the contents of learning that interrelated

b. The Strategy For Delivering The Learning

The strategy of delivering learning content is a component of method variables to carry out the learning process. The functions of the learning delivery strategy are: (1) conveying the content of learning to students, and (2) providing information or materials needed by learners.

c. The Strategy For Managing The Learning

The strategy of learning management is a component of method variables that deal with how to organize interactions between students and other learning method variables. This strategy is related to decision making about organizing strategy and delivery strategy that is used during the learning process. At least, there are 3 (three) important classifications of management strategy variables, namely scheduling, making notes on student learning progress, and motivation.

Teaching strategies can also be interpreted as patterns of activity the learning chosen and used by the teacher contextually, according to the characteristics of the students, the condition of the school, the surrounding environment and the specific objectives of the learning formulated. Gerlach & Ely (1980) said that there needs to be a link between learning strategies and learning objectives, in order to obtain effective and efficient learning activities. Thus why the teacher is required to be able to arrange learning objectives clearly so that a

series of activities designed can be effective and efficient to achieve the learning objectives. Learning strategies consist of methods and techniques (procedures) that will ensure that students will truly achieve the learning objectives. The word method and technique are often used interchangeably. Gerlach & Ely (1980) said that techniques (which are sometimes called methods) can be observed in every learning activity. Techniques are paths or means (way or means) that are used by the teacher to direct students' activities towards the goals to be achieved. Teachers are effective at any time ready to use various methods (techniques) effectively and efficiently towards achieving goals.

Method, according to Surakhmad (1986) is a tool in which the function is to achieve a goal. This applies both to teachers (teaching methods) and to students (learning methods). The better the method used, the more effective the achievement of goals. However, methods are sometimes distinguished by techniques. The method is procedural, while the technique is more implementation, meaning the implementation of what actually happens (done by the teacher) to achieve the goal. for example, two teachers both use the lecture method, both of them know how the procedure to implement the method effectively, but the results of the two teachers are different because the implementation techniques are different. So, each teacher has a different technique in implementing the same method.

Here it can be concluded that determining teaching strategies in order to achieve learning goals must consider many things. Teachers must consider; including strategies for organizing the class, strategies for delivering the lesson, strategies for managing the class, where these strategies are elaborated by specific methods and techniques according to the class character and learning objectives to be achieved

3. Principle in Selecting Strategy

According to Indonesian Directorate of Education Workforce (Direktorat Tenaga Kependidikan Indonesia, 2008:55), some of the principles which must be done by the teacher in choosing the strategy as follows :

a. Purpose

The purpose is closely related to the ability (competence) or skills that is expected owned by students after they doing a specific learning process. The purpose can determine a strategy that should be used by teachers. In the syllabus has been formulated the indicator learning result or results that have been obtained by students after they follow the learning process. There are four basic components in formulating indicators of learning results, that is:

1. Determination of the study subjects to show the learning goals.
2. The ability that can be measured or which can be shown through the performance of students.
3. The condition and situations where students can demonstrate its performance.

4. The standard of quality and quantity of the study results.

Based on the indicators in determining the study purpose. It can be concluded that the study purpose contains elements such as the student, the behavior that must be owned, the conditions and the situation and the quality and quantity of the study results.

b. Activities and preliminary knowledge of students

Learn is doing, gained certain experience in accordance with the specific purpose that expected. Therefore teaching strategy should encourage student activity. The activity of students is not only intended limited to physical activity but also includes activities that are psychological.

At the beginning or before teachers enter the classroom to provide course materials to students, there are tasks that the teacher should not be forgotten is to know the preliminary knowledge of students. When the teacher gives the subject matter in the future, the teacher is not disappointed with the results to be achieved by students. To get the student's preliminary knowledge, teachers can written pre-test or question and answer at the beginning of the lesson. Thus teachers can know the student's knowledge, teachers can develop a strategy or choosing the right method of learning to their students.

c. Main discussion

Teaching is an effort to develop overall private student. Teaching is not only developing cognitive abilities but also includes the

development of affective aspects and psychomotor aspects. Therefore, the teaching strategy should be able to develop all aspects of the personality of students.

D. The Activity or Alternative in Teaching Writing

In teaching writing, the teacher should be creative in applying the strategies to achieve the goal of the writing process in the classroom. It is done so that the target of the teaching and learning process can be achieved as well. In this paper, the writer mentions some activity that can be selected by the teacher taken from some experts. It is aimed at helping the teacher to figure out the problem of writing activity in the classroom atmosphere. Roskilly (2014) stated some activity in teaching writing including :

1. Free writing

At the start of the period the teacher give the students 5 minutes, sometimes slightly more if it is going well, to write in any way they want on a 'spark word' with some visual stimulus. For example, *freedom*, *space*, *ouch*, etc. They pair and share and are invited to read out their work. Often, they come up with unique and surprising responses.

2. Flying balls

The teacher can get some light plastic balls and write some opening sentences on them. Toss the first ball to one of the students who then needs to either continue the sentence using suitable conjunction or come up with a new sentence. They then throw the ball to another student who needs to continue the story, and so on for five or six turns. This is great

for getting them to think creatively about tone, character, plot, setting development as well as engaging with language on a general level.

3. Modeling

When asking them to write, the teacher can try to write something too which makes the exercise a truly collaborative experience. Explain what is the word choice, punctuation, imagery, etc. Once again, pair, share and praise their work.

4. Character

It is really labored the point that all good stories have strong characters that can relate to in some way. At the start of a substantive piece of writing, the teacher can get them to answer prompt questions based on pictures of quirky people culled from the internet for use in their own stories.

5. Skills lessons

Chunk various aspects of the writer's craft into sections that the students can manage. This could take the form of a discrete lesson on dialogue; developing setting; conflict; narrative point of view, etc.

6. Music

The teacher can supply the atmospheric music – instrumental works best for this – while the students supply the words of wisdom.

7. Learning outcome and success criteria

The students need to know exactly what is expected of them at various points in the creative process. So, the teacher can explain what is the knowledge or the skill they will get after learning the material.

E. Previous Study

In this part, the researcher presents some relevant studies previously conducted by the researcher. The first previous study that is used by the writer is “Teaching Writing at SMPN 1 Balong” by Kusumawaty (2017). In her study, she analyzes the process of the teaching, how to develop the component of teaching and how is the evaluation of teaching writing at SMPN 1 Balong. The result shows that the process of teaching at SMPN 1 Balong is divided into three stages that are preparation, classroom performance, and Evaluation. In the preparation stage, the activity of the teacher is preparing the material, Establishing In structural purpose, and preparing the lesson plan, syllabus, and RPP.

From the first previous study, it can be seen that the differences between Kusumawaty’s study and this study are located on the subject of the study. It analyzes the teaching of writing in junior high school students which the difficulties level of learning is different with senior high school students. and the second difference is located on the focus of the study. Kusumawaty’s study focused on teaching English writing while this study is more emphasis to the practice of teaching.

The second a study conducted by Sari (2015) under the title “A Study On Teaching Strategies Used In Teaching Narrative Writing At Second Semester Of English Department of Iain Tulungagung”. Her study is focused to investigate the strategies are applied by the lecturer in teaching narrative writing in the second semester of English department of IAIN Tulungagung. From her study, she concluded that teaching strategies in narrative writing applied by the lecturer were five strategies, they were: modeled writing, think-aloud writing, guided writing, cooperative learning, and independent writing. The strategies applied when teaching the fictional text, in this case, is fable. Moreover, eight students had opinion toward the teaching strategies. They had opinions were the strategies can build students’ writing habit, the strategies could foster students’ motivation, the strategies especially guided writing useful to help students become strategic writer, and the cooperative learning strategy was effective and joyful.

Here, Sari’s study has a similarity and difference with this study. The similarity is located in the second variable, both of these studies investigate “The teaching of writing”. And the difference is located in the first variable where Sari’s study only focused on the strategy of teaching English while this study focused on the practice of teaching which described the way of the teacher implemented the teaching in the beginning until the end of the class. The next difference is located in the subject of the study. The subject of Sari’s study is the teacher and the students at the university level while the subject of this study is the teacher and student in senior high school level.

The previous research above have similarity with this research, but they mostly describe what strategy or activity in teaching English writing, how the strategy implemented, and how the student's response to the teacher's teaching strategy. All of the researchers agreed that the teacher should design a plan or strategy so the learning objectives can be achieved. Then, this research tries to focus to investigate what and how is the strategy and activity in teaching English writing used by the teacher at the tenth grade of MAN 2 Malang. Besides that, the researcher also tries to find the student's response to the teaching of writing.